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ABSTRACT

The positive experiences of one disaffected teenager in an Experience-Based Career Education (EBCE) Program demonstrate the characteristics of an emerging program significantly different from the traditional high school; these characteristics include: a clinical mode of operation based on study and diagnosis of student needs; flexibility; cooperative analysis to select learning experiences for "goodness of fit;" individualization; a curriculum which defines only areas in which knowledge or proficiencies must be attained; a systemic approach which relates all the parts to the student's life-goals; use of media and technology; and a record system serving the developmental needs of the program. Community involvement, integrated guidance and counseling, and coordinated teamwork are other important characteristics of the program. Essential problems result from the fact that it is only a partial model, rather than a complete plan for the continuous education of children. The Comprehensive Career Education Model (CCEM) is not competitive with EBCE; they can exist within the same organization and can be mutually reinforcing, once several diverse problems are resolved. Chief among these is the stabilization of EBCE, and its incorporation into the public schools as the developmental stage is completed and the program enters phases of normal funding and mass participation. (Author/AJ)

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Extending Career Education Beyond The Schoolhouse Walls

Keith Goldhammer

Occasional Paper 3

THE CENTER FOR VOCATIONAL EDUCATION
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- Evaluating individual program needs and outcomes
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- Operating information systems and services
- Conducting leadership development and training programs

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Occasional Paper No. 3

EXTENDING CAREER EDUCATION BEYOND THE SCHOOLHOUSE WALLS

by

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College of Education
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A Graduate Lecture Delivered at

The Center for Vocational Education
The Ohio State University

May 24, 1974

INTRODUCTION

The Center for Vocational Education welcomed the lecture given by Dr. Keith Goldhammer, Dean, College of Education, Michigan State University, to The Center and Ohio State University staff on the topic of career education. Dr. Goldhammer's extensive and comprehensive background in career education eminently qualifies him to critically evaluate the progress of various career education efforts and conduct comparative analysis of these efforts in terms of their singular and/or multiple effects on society's educational programs.

In this presentation entitled "Extending Career Education Beyond the Schoolhouse Walls," Dr. Goldhammer (1) described some of the characteristics of the emerging Experience-Based Career Education (EBCE) programs (previously known as the Employer-Based Career Education Model); and (2) suggested some factors that should be considered in interfacing experience and school-based career education. His insights and experiences with these career education alternatives should be of value to all educators.

Dr. Goldhammer is a native of the state of Oregon. He received a B.A. (1938) from Reed College and an M.S. (1943) and Ph.D. (1954) from the University of Oregon. Dr. Goldhammer's professional experience ranges from that of a public school educator and administrator to professor and dean in colleges of

education. He served as the Dean, College of Education, Oregon State University from 1967 to 1972 when he assumed his present position as Dean, College of Education, Michigan State University.

Additionally, Dr. Goldhammer has served as a distinguished visiting scholar at Harvard University, Portland State University, Arkansas State University, and The Center for Vocational Education, The Ohio State University. While at The Center, Dr. Goldhammer assisted with the development of the Comprehensive Career Education Model. Recently, Dr. Goldhammer served as a member of the National Institute of Education's committee assigned the task of evaluating the progress of the Experience-Based Career Education program.

Dr. Goldhammer is a member of the American Educational Research Association, American Association of School Administrators, Phi Delta Kappa, Association for Supervision and Curriculum Development, Comparative Education Society, National Education Association, Oregon Education Association, and the Oregon Association of School Administrators.

On behalf of The Ohio State University and The Center for Vocational Education, we take pleasure in sharing with you Dr. Keith Goldhammer's presentation, "Extending Career Education Beyond the Schoolhouse Walls."

Robert E. Taylor
Director
The Center for
Vocational Education

EXTENDING CAREER EDUCATION BEYOND THE SCHOOLHOUSE WALLS

One of my professional colleagues recently noted what he calls "the colossal failure of the American schools." It has become such a popular pastime to berate the American school system that even those of us who tend to be professionally critical of some educational practices today react defensively and are inclined to call attention to the many successes that are so often overlooked. Many people are so deeply involved in such broadside debasement of our educational systems that they are likely to overlook education's most significant problems.

American education has great problems, but it is neither a total failure nor is it completely irrelevant. American education is a success for some students. It is relevant for some students. It does a good job, notwithstanding its inherent limitations, for some students. I am sure that all of these premises could be, and in some instances are, well documented. The fact that public education obviously could do better makes it no different from any other institution in American society -- but that is an entirely different proposition.

The greatest contribution to education of the various behavioral sciences, since their emergence in this century, has been to isolate the broad realm of diversities that exist among human

beings, societies, cultures, and civilizations. In spite of the existing commonalties, the differences create the essential and uniqure components with which professional people have to cope and with which social functions have to deal. The great problem of the American schools is that only minimal adaptation for these diversities have been made. Mass education has soured attempts to standardize instructional practices in order to produce an educational system that can accommodate the largest number of students at the least possible cost. Despite what we know of the differences among children, we still use standardized textbooks, standardized workbooks, and "canned" courses of study. We still talk about "third grade achievement levels," and, although I have been involved in this business for more than thirty years at all levels of the educational ladder, I still have to discover the exact definition and the human components of a "third grade reading level."

Along with the standardization of education has been the eclipse of a professional perspective of what schools are for. School operations have become so standardized that we perform the rituals of maintaining the educational enterprise rather than questioning what human needs are to be served or what diverse instructional practices are most appropriate for the personalities of particular children to accomplish objectives that are significant to them. In recent years we have been told that schools are exclusively suited for the cognitive development of children and all other aspects of human growth and development

really should be left to other segments of society. This ignores the fact that children have long been victimized by the failure of basic social institutions to evidence concern for their needs. Although the children of minority peoples have been most viciously put upon by this pretense, it is apparent that there is not even a decent resolution of the issue for the middle class child and his home. We have seen the educational enterprise dominated by an academic elite which recognized no system of rewards for human accomplishment other than academic excellence and which failed to consider that most human work roles require rather low conceptual skills. I think it can be argued that the denigration of jobs requiring low level conceptual skills by the schools has helped produce a population seriously disaffected by the requirements of their jobs and looking to other life activities for their human fulfillment. I am sure we all recognize how much the common school curriculum, supposedly designed to help the masses become effective in performing their life roles, has been dominated by the college entrance requirements and how much it has perpetuated the myth that the good things in life result only from a college education.

Given the present state of affairs and the condition of those students for whom the present educational system is least satisfactory, what is happening in emerging career education programs would be desirable even if the emphasis were not on career development. My paper will have three parts. First, I intend to describe some of the characteristics of the emerging Experience-

Based Career Education (EBCE) programs. Secondly, I will briefly suggest some factors that should be considered in merging the Comprehensive Career Education Model (CCEM) and the EBCE. And, thirdly, I will suggest some general, personalized conclusions from the experiences I have had with both models.

EBCE

Model II of the career education models announced by Commissioner Sidney Marland was presumably to be the employer-based program, and regional educational laboratories were asked to make the feasibility studies and design the basic characteristics for the programs. The employer-based concept never really got off the ground, as such. It was recognized almost immediately by employers, as well as by educators, that employment sites were not equipped to provide, and employers didn't want to adapt to, all of the educational needs of youth. Consequently, in all four funded programs, the EBCE was located external to both schools and employers. The program became known as the Experience-Based Career Education Model. In each instance, regardless of differing formal arrangements, the EBCE school became an adjunct to a regional educational laboratory.

Each site was considered an independent unit, but some characteristics were common to all of them. First, each EBCE school was an alternative to the regular high school. Second, each site provided an experience exclusively for either juniors or seniors, or both. Third, each school was obliged by its contract with the

United States Office of Education, and later the National Institute of Education, to provide an opportunity for every youngster entering the program to complete his graduation requirements; consequently, formal arrangements had to be made with each student's high school for his work accomplished under the EBCE to be evaluated for credits for graduation. Fourth, each experimental school had to provide an opportunity for youngsters to explore and gain either experience or minimal job entry skills, or both, through their involvement in an employer site. Fifth, each school allowed enrollees to engage in both general and special educational studies on an individualized basis. And, sixth, a significant guidance component oriented toward a career as well as a personal, development perspective had to be closely associated with the instructional program.

I suspect some of the characteristics of the program could best be described by sketchily following a student through his experiences for a period of time. Whenever I have done this before a group, the question has been raised as to whether or not the student is "typical." Let me say at the outset that there are no typical students, either in the EBCE program or any other program. The concept of typicality is associated particularly with standardized programs, and since the EBCE schools attempted to be adaptive to individual needs, the best efforts avoid standardization. We will follow a human being through a program which hoped to recognize his essential uniqueness, as such.

Tim in EBCE

During the spring, efforts were made to identify high school students in their sophomore or junior years, depending upon the nature of the program, who would be interested in entering a unique educational experiment. They would go to school only part-time, where their programs would be individualized, and the rest of the time they would be identifying their potential career opportunities at actual employment sites. Tim was a student who had had some run-ins with the law because of certain personal problems and his almost complete disaffection with the high school program in his locality. He found out about the program through a juvenile officer who had learned from high school counselors that the EBCE program would be developed in the fall. Tim never wanted to get into trouble with the law. He felt that his basic problem lay in his disaffection with the school program, and this new program might prove more interesting to him and help him avoid further conflicts. Tim signed up for the program and the juvenile counselor interceded. He had conferences with the director of the school, the guidance person in the school, a learning manager, and an employer relations coordinator, following which he was accepted into the program.

In September, when he enrolled, he spent several days taking tests, becoming oriented toward the requirements and expectations within the program, getting acquainted with personnel, working with the guidance counselor in gaining an understanding of the require-

ments that still remained for his graduation from high school, and the possibilities within the EBCE for his fulfilling those requirements. He had an opportunity to review with the learning coordinator and guidance personnel some of the facts about himself that were revealed in the standardized tests which he took. These tests were taken for basically two reasons. First, to establish some baseline data for the evaluation of the program, and second, to help both him and his counselors determine what educational experiences could be particularly significant in helping him achieve his goals.

During the orientation period, Tim was helped to formulate his objectives for the year. Instead of being assigned to courses because they were required, Tim was informed that in this particular school he had to engage in a certain number of activities in three designated curricular areas. He was told that he could do anything that was important to him in these areas and that efforts would be made to develop particular learning packages for him within the capability of the school and the community resources available to it. He was told there was only one thing he could not elect, and that was to do nothing.

The three areas in which Tim had to work were career development, basic skills, and life skills. Career development involved initial experience through exploring employment sites and an opportunity for him to analyze the requirements to work at that site, learning about the disciplines that would enable him to obtain the training necessary for involvement, viewing the conditions of work,

and so forth. After exploring some sites, and in a few instances even a single site, a student could have in-depth experiences in which he developed a project and could actually develop rudimentary job entry skills at the site. In the basic skills areas, the students were required to engage in individual activities designed either to correct or improve their ability in the communication skills, especially reading, speaking, and writing, and in mathematics. In the life skills area, various studies helped the student understand and gain skills to help him in activities following graduation from high school. These involved such things as preparing income tax, understanding the problems of life insurance, investment, maintaining a bank account, marriage and family life, and so forth.

Tim was expected to spend about half his time at employment sites on career development or life skill activities, and half-time on his individual projects at the learning center.

Initially, Tim had several experiences at employment sites, none of which made much of an impression upon him. He was not particularly eager to complete any of the projects for which he had contracted in the other areas, and he spent as little time at the learning center as possible. For the first few weeks Tim was fairly unresponsive, even though the learning coordinator and the guidance personnel attempted to encourage him and assist him in exploring with an eagerness they hoped would arouse some positive reaction.

Toward the latter part of October, as the instructional and

guidance personnel were becoming increasingly concerned about him, Tim asked if he could explore firefighting as a career. By chance, there was a rural fire department near the Center and its officials had expressed their willingness to participate as an employment site in the program. Through the employer relations specialist, arrangements were made for Tim to report to the lieutenant and fill out the initial exploratory forms which involved his making an analysis of the occupations available at the site and the essential specifications for each. In the exploratory phase, students learn what is done on the site and the nature of the organization to accomplish the objectives. They also experience some of the work requirements at the site and use a job analysis technique to report on the occupations available. The exploratory period could take a varying amount of time, usually not more than two weeks. Following the exploratory phase, as previously indicated, the student could ask for an in-depth experience that could last as long as thirteen or more weeks.

The lieutenant in charge of the fire station took a personal interest in Tim and worked with him in a type of internship relationship. He assigned him duties in the firehouse and even permitted Tim to drive to fires with him in his official car. Gradually he gave Tim some non-hazardous tasks.

Upon completion of the exploratory phase, Tim asked for an in-depth contract. In this aspect an individualized contract would be established in which the student would learn to do some simple skills, analyze himself in relationship to the job require-

ments, obtain some specific knowledge and training about the functions to be performed, and have some "hands-on" experiences. As Tim progressed in this experience, he identified some particular deficiencies that he would need to correct if he were going to pursue further the training to become a fireman. The lieutenant was particularly helpful to him and served as a "mentor-model." Tim asked the learning coordinator, first, if he could take a course in arithmetic that would improve his ability to make rather rapid calculations while at a fire. He next asked if he could take a course in chemistry since chemicals were used in firefighting and the lieutenant had informed him that, while an ordinary fireman need know very little about chemistry, a person in a position of responsibility, as an officer in a firefighting crew, would have to have more extensive knowledge.

After the lieutenant had asked Tim to assume some of the report writing responsibilities, Tim asked for an individualized course on report writing and intensified his efforts to improve his ability in both oral and written expression. Some time later Tim told me that he asked for this individualized area of study because he did not want the official records that went to the state to imply that the fellows in his station were a bunch of "ignoramuses."

Tim spent a considerable amount of time at the learning center. In fact, when he was not at the firehouse, he was at the learning center; and on the few occasions when he was either ill or had a doctor or dental appointment, he phoned both the lieutenant and

the learning coordinator to tell them that he regrettably could not come in. Needless to say, his behavior was in complete contrast to that which occurred in the traditional high school. At the learning center, in addition to pursuing his other projects, he assumed responsibility for caring for the audiovisual equipment which he thought would be not only a good hobby for him, but might be useful later when he was employed at a fire station.

Tim remained at the firehouse, working as an intern or apprentice to the lieutenant, for the remainder of the year. He graduated from high school, joined the Navy, applied for and was accepted in a firefighting school.

EBCE Characteristics

Tim's experiences are obviously not in the traditional mold. The characteristics of this school obviously are significantly different from those of the schools with which we are familiar. Let me suggest some of those characteristics that best seem to distinguish the EBCE mode from the traditional patterns.

First, EBCE is based upon a clinical mode of operation. In the traditional school, be it elementary or secondary, the child is expected to come to school, be assigned a desk at which to sit, and get some textbooks to study, a schedule that he must follow, and assignments for work he must prepare. Most of the deviations from the schedule are in terms of the rapidity with which the student is expected to "master" the materials. Less frequent deviance is in the difficulty of the material that students will

study. There are relatively few instances, other than EBCE, where the general mode of operation is to begin to study the individual and to diagnose his particular status, needs, aspirations, interests, concerns, capabilities, deficiencies, and potentialities. A planned health program, for example, begins with a thorough physical examination. And a planned mental health program begins with a thorough psychiatric examination. But, traditionally, a planned educational program begins by assigning standardized materials, irrespective of differences in the human beings who are to be educated. In contrast, EBCE begins the educational process in the same way that the doctor begins to treat his patients. Diagnosis, analysis, prescription, experience, summation, assessment are the steps through which the educational clinic proceeds. As a result of this process, new professional roles have emerged in EBCE and no one has the title of "teacher." These roles are devised to guide, to assist, to recommend, to select, to bolster rather than to dictate and to control. The clinicians in the educational system are called by such titles as learning coordinators, guidance coordinators, and employer relations coordinators. Although the techniques used are fairly primitive, they are based upon some sound research and perspectives of how professionally prepared adults may relate themselves to the learning needs of students. They stress that adults treat each student as an individual human being, seeking to find his/her place in the world and to prepare each one (given one's unique characteristics) for the roles that he/she must play in adult society.

Second, in this clinical mode of operation the program is studentcentered and emphasizes maximum flexibility for the achievement of student needs. In this setting, the spotlight is on the student, and on what he/she aspires to become, needs to know, and be able to do socially. The ideal in this operation is for cooperative analysis -- among the students, their parents, and the personnel at the learning center -- designed to select the learning experiences from the alternatives available in order to get a "goodness of fit." For the most part, programs are not irreversible; plans can be changed as needs and desires shift so that they always -- or almost always -- constitute a learning plan designed to achieve certain student-desired objectives.

Third, a further coordinate of the clinical mode of operation lies in the fact that the program is individualized. Each program is tailored to each student and can be shifted as his or her development, interest, identifications of strengths and deficiencies, aspirations, and so forth, shift. There is an attempt to recreate each learning plan for the individual's needs. If resources for the particular plan are not currently available, the staff can find and make use of sources so that the student may do whatever he or she and the professionals within the learning center see as the best pattern of experiences. There is no standardized curriculum or prescribed textual materials to be mastered. The curriculum defines only areas in which knowledge must be gained or proficiencies attained. The rest must be put together through the decisions made by the learning managers, coordinators, and guidance

personnel in cooperation with student and parents.

Fourth, in this pattern of operations, the learning experiences of the student are exploratory. In the traditional school there is the tendency to make each learning experience as discrete and self-contained as possible. In the EBCE program, each learning experience is instrumental for some personalized objectives held by or for the student. The accumulated experience that strengthens the student's capability to make those decisions is the ultimate concern -- not the mastery of certain techniques or the ability to repeat certain knowledge. Central questions that constantly arise include: "Is this for me?", "Am I for it?", "What does this experience add up to, as far as my capacitation for effective participation and contribution is concerned?"

Fifth, recognizing that there is a tendency to permit exploratory activities to become erratic rather than purposeful and directive, the developers of EBCE have devised a systemic approach to the educational program. Directions are not left to chance. Although sequences are not dictated, the possible sequence relationships and the designation of the elements and paths through which they may be incorporated within the student's program have been clearly established. In the traditional school curriculum, the parts are discrete and can be viewed as ends in themselves. In EBCE the parts are "systemic" because they are all related to a greater goal, a more fundamental aspect of relating education to the life needs and activities of the students.

Sixth, from this point of view, it is apparent that the whole

educational enterprise is viewed as instrumental to the student's achieving what will help him become a participating and contributing member of society. There are obviously some things in any educational program which can be conceived as ends in themselves, such as the enjoyment of beauty, the perfection of athletic skill, the achievement of competence in a performing or practical art for avocational purposes. Within EBCE these activities play a relatively small part of the total effort. A criticism of EBCE may be that it does not provide students enough experience in these types of activities, since so much of the emphasis is on those things that are instrumental to greater ends: more significant lifelong learnings that help the student make decisions about his life careers, develop both the perspectives and the skills necessary for finding his place in the world of affairs, and coping with the problems of adult living.

Seventh, one of the outstanding characteristics of EBCE is the manner in which the community is involved in the educational programs. Not only employer sites, but also resources from a variety of community sources become a part of the educational capability of the EBCE program. Students together with adults seek to understand the nature of the community in which they live and work. And students utilize those adults and the agencies of which they are a part to develop their understandings and skills for self-involvement. The community becomes a learning resource not only for the career aspects of EBCE, but also to attain life skills and understandings as well. EBCE students engage in pro-

jects in various kinds of community settings such as social agencies, government functions, political groups, recreational, artistic, and expressive activities, and youth-serving groups. All such participation is designed to help them achieve their educational goals. The EBCE program does not need to be located in a schoolhouse. The whole community becomes the schoolhouse. Although there is a physical location for each of the EBCE schools, it is conceivable that some time in the future there will be "branch offices" of the school dispersed throughout the community for the convenience of the students as they relate to specific community activities. Rather than being assigned for three or four years to a single school, the student will "use" various such branch offices as his specific projects require.

Eighth, as a part of the systemic planning for EBCE, guidance and counseling are integrated with the total instructional system. Since the ultimate objectives of the EBCE are to provide opportunities for all students to discover the most appropriate career, guidance is primarily oriented toward career planning and decision-making rather than to crisis counseling. The most significant aspect of guidance functions is that guidance personnel come to know students well, work with them daily, and become resource personnel for the learning managers and the field resources and coordinators. They are also guides and, in some instances, may be disciplinarians. But that role is less significant than the expectation that their expertise will be used to help the students achieve their ends. In the traditional high school today, a

student may see his counselors once or twice a year or when he has some difficulties that require corrective action. Parents are brought into the situation when they are notified of an offspring's deviant behavior. In the EBCE, students constantly see their guidance personnel, work with them systematically or informally as they please, and the guidance counselor attempts to provide a linkage with the student's home on positive developmental and cooperative bases.

A ninth characteristic of the EBCE program is the remarkable manner in which technology and media are used as part of the individualization of instruction. The capabilities of educational laboratories have been employed to use technology as appropriately as possible in providing the means to employ individualized techniques. Although the technological capability of the various centers differs to a considerable degree, the forms for efficient and effective utilization of the variety of media and technological devices are nonetheless starting to emerge.

A tenth characteristic of the EBCE program is that the record system is designed to serve the developmental needs of the program rather than merely be a history of courses taken, credits earned, and grades achieved. The record becomes not only a history of the student's educational experiences, but also a diagnostic instrument that helps to determine where he is going, the deficiencies he is experiencing, the accomplishments upon which he can build, the decisions that are being made, and the alternative directions that have been discarded. For both student and staff, it is a clinical

record of instrumental value to the instructional development, rather than just a part of the archives of the school district.

An eleventh and final characteristic to be indicated here is that EBCE is starting to demonstrate what happens when instructional, development, and assessment teams work either together or in coordinate fashion. It is doubtful that any school districts in the country have put an amount of money into development and assessment of programs comparable to what NIE has allocated to EBCE. The development teams are constantly at work, taking the data provided from the instructional and evaluation teams to revise the systems, to develop the approaches that are needed and now lacking, or to refine those already in place. The evaluation team is constantly at work not only in designing the evaluting procedures, but also in identifying effective and ineffective techniques and the actual accomplishments and needs of students in the program. The ideal, of course, has not as yet been attained, but the principle seems to be working effectively, if on a rudimentary level, and one would hope that this differentiation of roles would become a part of the accountability system of education in the future.

EBCE + CCEM = 1.5

The essential problems of EBCE result from the fact that it is only a partial model of an educational plan. By a partial model, I mean that it provides for only a particular phase of the educational program rather than a complete plan for the continuous

education of children throughout all of their years of school. EBCE, as it now is constituted, relates specifically to students in their junior or senior years of high school. It could be conceived as an alternative for some students just prior to graduation. It could be worked out as a system through which students enter EBCE for a particular phase of their high school education with the remaining structure of their high school program unaffected by what is done in EBCE. One cannot really compare EBCE and CCEM because they are totally different models. However, I think that both can be reinforced by an attempt to gain some fusion between them.

It is important to note that the original intention of Model II was not followed, mainly because of the reluctance of industry to provide a complete educational program for a group of students. One group of involved employers told me that they were arrogant about their capabilities when the plan was first introduced to them. But after analyzing the problems and relating to youngsters who would be in the program, they discovered that they needed the skills of educators and they found it incompatible with their major purposes to attempt to operate an educational program that went beyond general exploratory phases. As a result, EBCE became, like CCEM, a school-based program, even though its operation was in a separate locality and under some conditions different than those under which the traditional school operates. At present, a major concern of EBCE staff and NIE is the problem of replicating EBCE in school settings.

There are several conclusions that we can draw as a result of experiences to this point, and all of them indicate problems of EBCE and challenges for the incorporation of EBCE into the CCEM plan.

1. EBCE probably comes too late in a student's educational career. It is primarily a rescue operation for students who are disaffected with their high school programs. But it can be much more. These students could have been saved a lot of dissatisfaction and lost motion had there been a consistent career education thrust and a reality orientation to their educational programs prior to their entrance into EBCE. Obviously, as it was structured, EBCE is not competitive with CCEM and its accomplishments are a further challenge to the development of an adequate CCEM thrust which schools can follow throughout all of the elementary and secondary grades.

2. I think it is doubtful that EBCE can be stabilized under its present method of operations. I do not think that the regional laboratories will be interested in continuing the program after it has completed its developmental stages. They certainly will not be interested in maintaining the program after it has entered phases of normal funding and mass participation. This means that if EBCE is to continue, it will have to be incorporated within the public schools. The three problems of stabilization -- (1) program articulation with other phases of the student's educational development, (2) the establishment of a continuing organizational base in which the program can operate, and (3) the avoidance of the

vagaries of federal funding by the establishment of stable financing -- all indicate that the sooner the program is transported out of the laboratories, out of independent school units and into public school arenas, the more students will benefit from it and the greater will be its potential for survival. Obviously, the program elements of CCEM are more stable because of the setting to which they relate. Under the circumstances, it is not unrealistic to assume that EBCE and CCEM can reasonably be fused into a total articulated, systemic career education thrust for the schools.

3. There is presently a halo effect surrounding EBCE because it is so diverse from the traditional school, and students experience relief both from the rigidity of control and the boredom of routines within the schools. However, I think it is questionable whether EBCE is prepared to meet all of the diverse needs of students. Yet, all students need to have an opportunity to plan rationally for their careers.

4. Although the non-career development aspects of EBCE are clearly delineated, the study opportunities in these areas are not inclusive of all required knowledge and understandings essential for successful participation in contemporary society, also they do not provide systematically for the opportunities of all-around development with respect to all life roles, as is possible within the larger school unit and the CCEM model.

5. Probably one of the greatest weaknesses of the EBCE is the fact that none of the laboratories has learned how to incorporate group activities for diverse educational thrusts effective-

ly within the plan. Until this is done, there obviously will be many hiatuses in the program and a failure to meet the total needs of youth.

These are but a few of the diverse problems that must be resolved before either CCEM or EBCE become stabilized. I would like to reiterate that these are not competitive models. They not only can exist within the same organization, side by side, but, in my estimation, they will be mutually reinforcing if those who further develop career educational programs take both of them into account.

Finally

Somewhere at sometime someone said, "I have seen the future, and it works!" I think that is how I felt as I had this opportunity to see the EBCE programs in operation. Most of the things that have concerned me about the weaknesses of the public schools -- their indifference to the developmental needs of youth, their mindlessness of the concerns and perspectives of young people growing to maturity, their failure to adapt to individual perspectives and requirements, the standardization of the educational program that makes the progress of any one individual through the program ritualistic rather than truly educative -- and on and on -- are all attacked effectively, constructively, and professionally within the EBCE model.

Can you picture randomly selecting 150 students from any high schools within the country and finding genuine enthusiasm, a feeling of belonging, a feeling that school exists for them, a feeling

that they are recognized as human beings and can do within the schools what is important for them to do? We did interview approximately 150 EBCE students, and we didn't find one who was disaffected by what he was doing. It has its failures. No program will ever be 100 percent successful. We are all attuned to that. But I think it is fair to say that given an opportunity to study themselves, to develop realistic plans for the future, to find their educational advantages within the framework of meanings that are significant for them, to be accorded the integrity of individual human beings searching for ways to develop the competency, the understandings, and knowledge they need to live effective lives, these students find their schools meaningful, relevant, exciting, and valuable to them. That's the kind of educational future we ought to be building!